

Humanizing secondary school contexts: Learnings from Aotearoa New Zealand and Peru Latin America

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Outline

- **Context:** Carrying out research in Aotearoa New Zealand
 - Consistent learnings across cultures and locations
- **Research project:** Caring to Learn, Learning to Care

Three high schools (Peru & Aotearoa New Zealand)

- Which are the factors that promote and sustain authentic pedagogies of care?
 - Method: Case study framed in constructivist theory –qualitative research tradition
 - Research sites and participants
- **Learnings and wonderings:**
 - The ultimate end of education is to “make you more human”
 - Caring pedagogies are based on humanistic ideals linked to indigenous world views
 - To enable genuine care, schools need to create environments for teachers and leaders to connect with the human being that is the student

THE CONTEXT

Latin América

- **Ancient Civilizations- Indigenous cultures**
 - Inkas (Perú); Mayas (México); Nasa, Wayuu (Colombia)
- **Colonization & Mestizaje**
- **Inequality and political conflict**

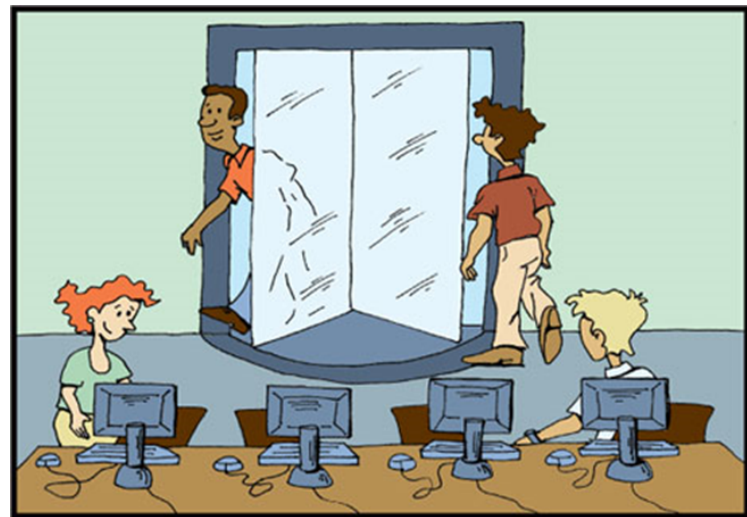


“We should learn about ourselves, our strengths and weaknesses. **In 11th grade, we receive career proposals from Universities, but we don’t know much about ourselves.** We receive information but we don’t know how to make use of it in real life situations. The national educational project should be called “Self discovery from early childhood to grade 11th”, and it **shouldn’t be only about knowledge, but about the human side.**”

Juan, student,
Bogota Colombia 2013

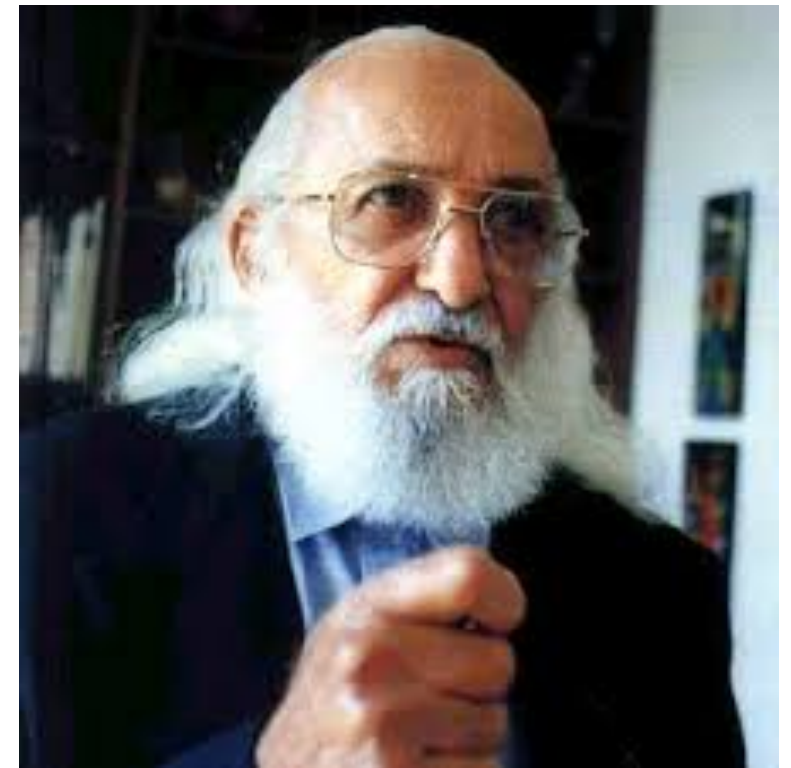
Secondary education, a revolving door...

Cuadra & Moreno, 2005. Expanding opportunities and building competencies for young people, a new agenda for secondary education.





Gabriela Mistral, Chile
Educationalist, Poet, Nobel Prize
1889-1957



Paulo Freire, Brasil,
Educationalist
1921-1997

Orlando Fals Borda,
Colombia,
Sociologist, founder PAR
1925- 2008



A humanist tradition in Latin America

In this context, where there is diversity, inequality and political conflict, which are the ends of education? Which kind of education contribute to sustainable peace and social justice?

The inextricable link between caring and learning

- Freire, 1998. Pedagogy of Freedom.
 - Cavanagh, 2005. Creating safe schools using restorative practices in a culture of care.
 - Macfarlane, 2011. Responsive Pedagogy: Engaging restoratively with challenging behaviour.
 - Noddings, 2005. The challenge to care in schools.
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- Relationships, Reciprocity, Respect & Community have a direct impact on learning

What are the factors that promote and sustain authentic pedagogies of care?

THE RESEARCH PROJECT

Sites & participants

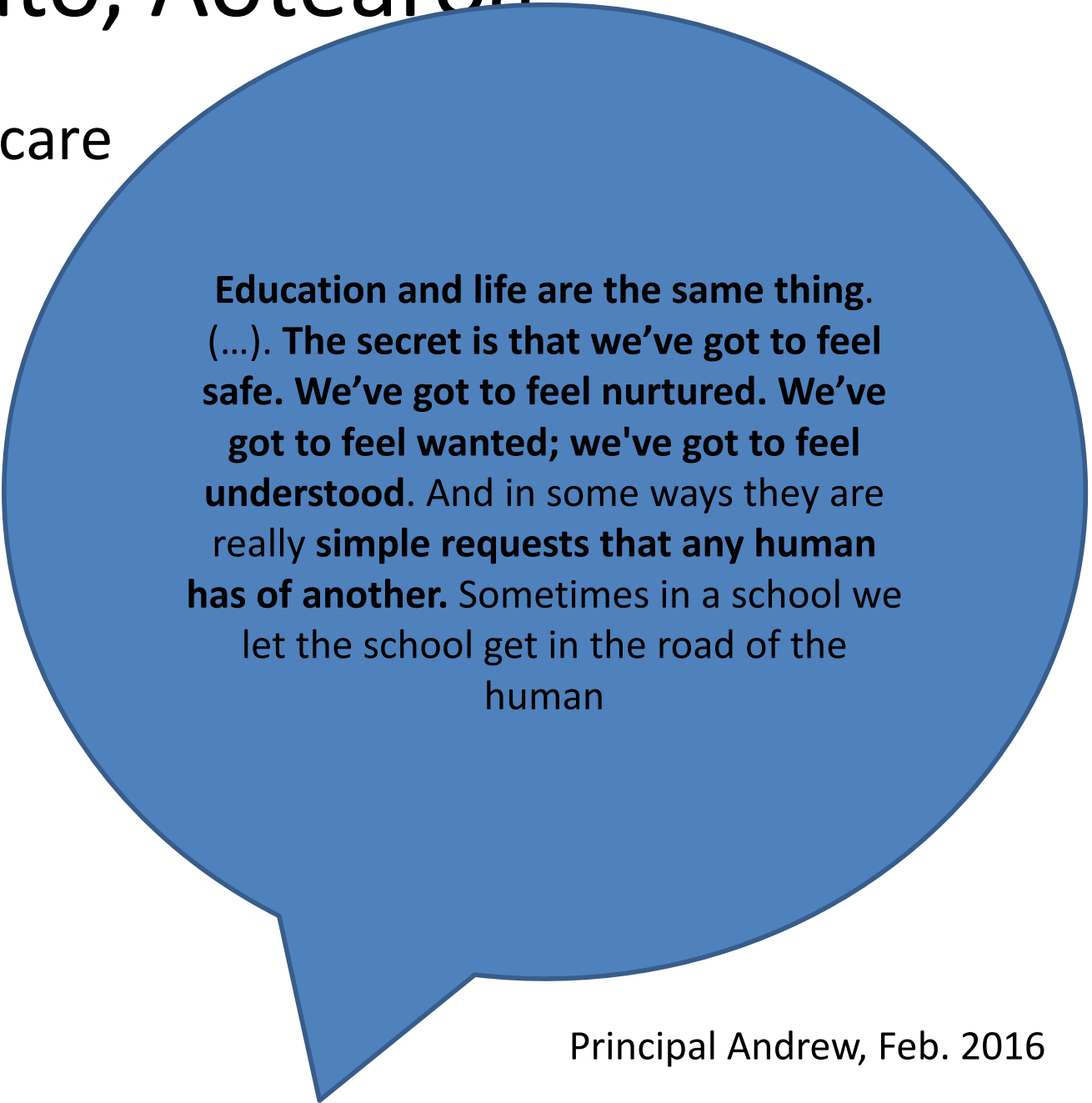
School	Country	City/Region	Urban/rural	Students (2016)	Ethnicity	Gender
D.	Perú	Arequipa	Urban	318	Mestizo	Coeducational in primary, single girls in secondary
T.	New Zealand	Christchurch	Urban	600	25% Māori 75% Pākehā	Single boys
O.	New Zealand	Waikato	Rural	397	45% Māori 55% Pākehā	Coeducational

CONVERSATIONS

School Waikato, Aotearoa

✓ Education must care
for the human
fundamentals,
To care is to
include

✓ Some schools
“get in the road
of the human”



Education and life are the same thing.
(...). The secret is that we've got to feel
safe. We've got to feel nurtured. We've
got to feel wanted; we've got to feel
understood. And in some ways they are
really **simple requests that any human
has of another**. Sometimes in a school we
let the school get in the road of the
human

Principal Andrew, Feb. 2016

My boys and I talk about crocodiles and I say...If I let you be crocodiles no learning will happen...**my job is making you more human....**

once they understand why they relax, they try and modify the reptilian behaviour... but no one has ever really sit down and spoke to them about that

✓ Humanizing education

Student-teacher relationship
help transition adolescence...or

...“no one sit down and spoke about that”

Teacher Roger, Feb
2016

School ethos vs.
University ethos

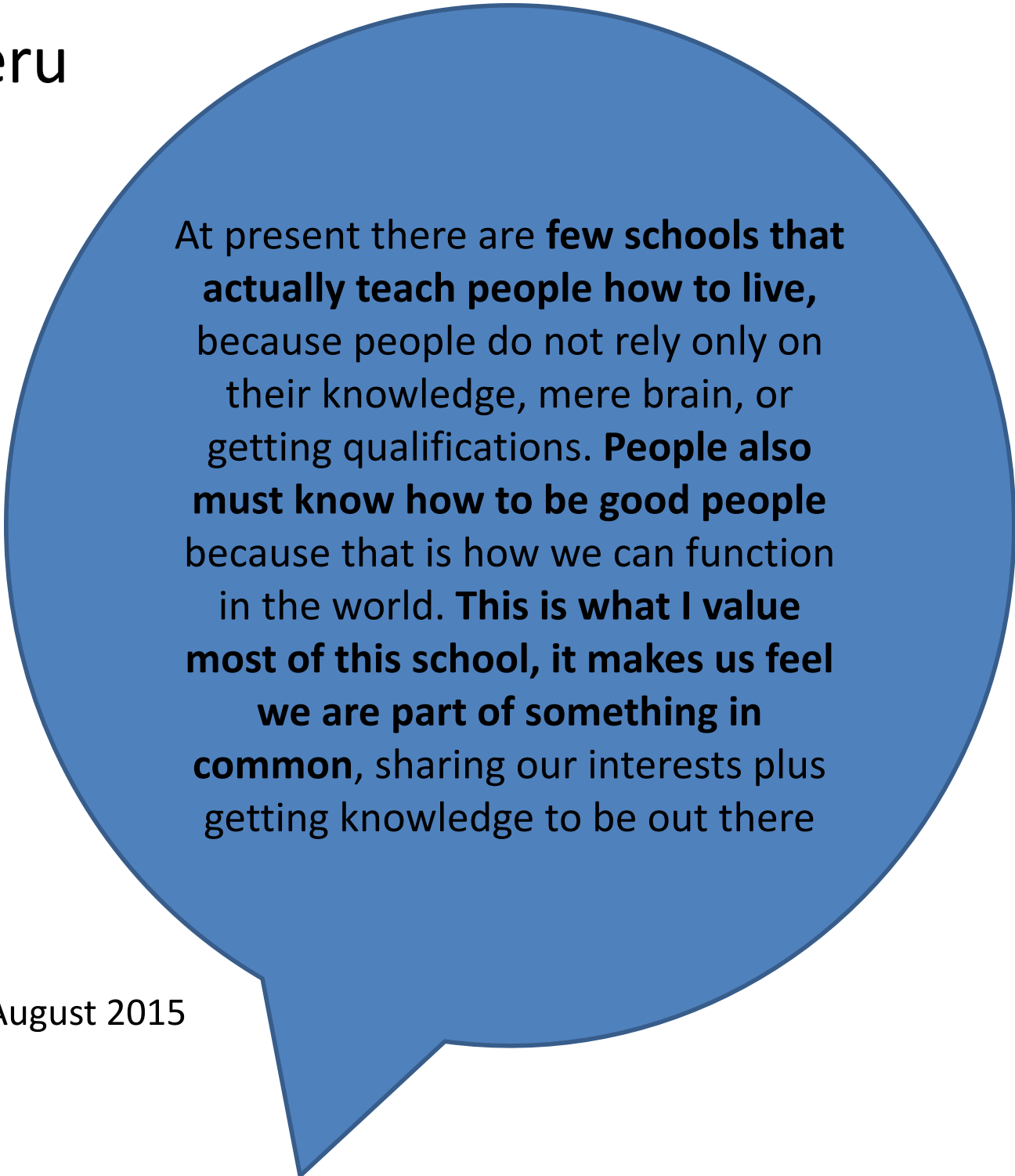
- Relationships vs
Individualistic
- Community
centred vs.
Self- centred

I think when it comes to **University** you need to, you have to **focus on yourself, but to survive at a little school, I feel like it is not all about yourself**, to survive in a small school you need to have friends and things like that. You can't just focus on yourself. In University no one can personally help you with your grades and things like that, it is on yourself whether you want to try hard or not, but in general... in the school [there are] supports and you need to have friends and get out there

Student Trudy, February 2916

School Arquipa, Peru

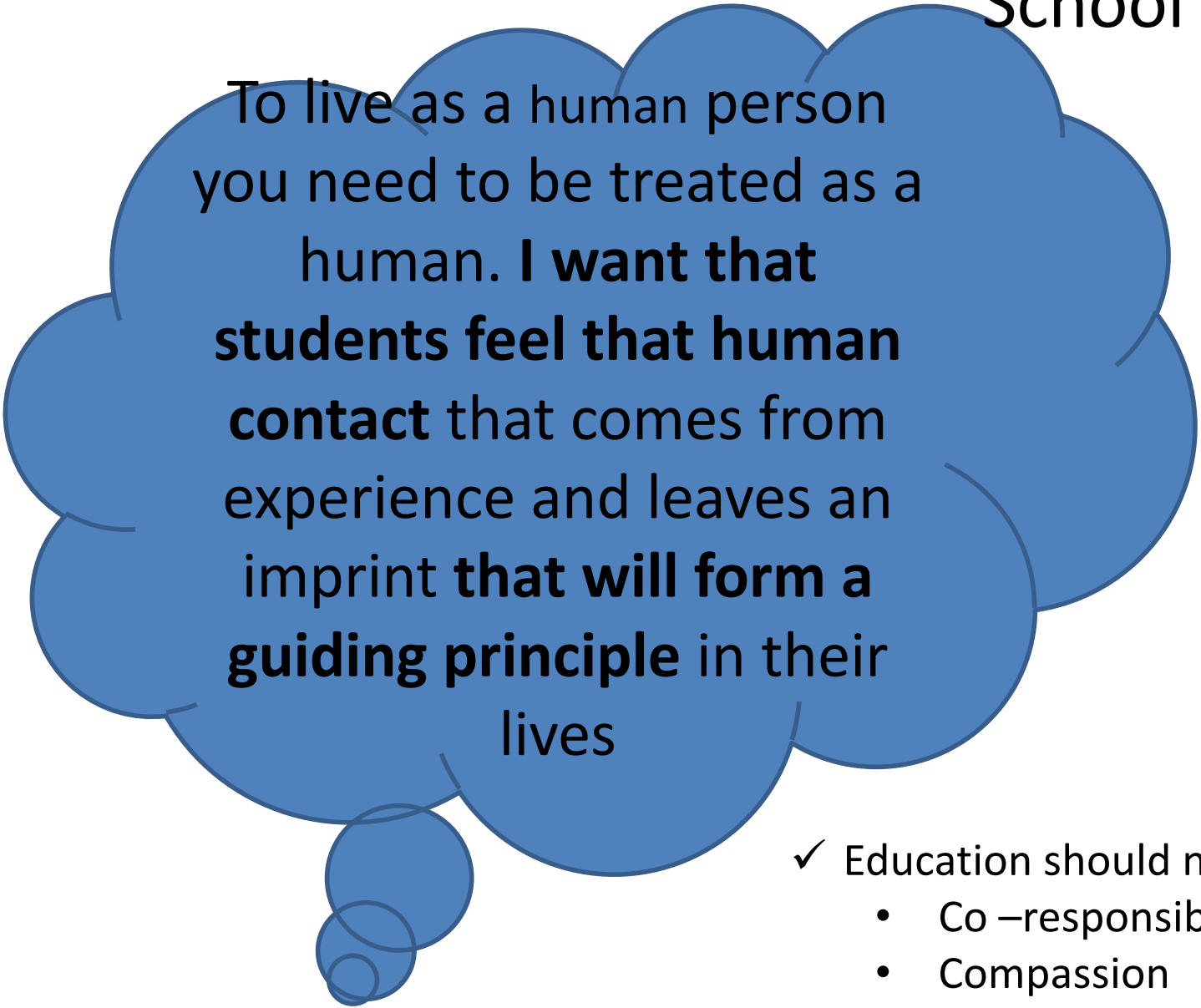
- ✓ End of education: to become a good person – balanced not “just brain” and learn to have a good life ...
- ✓ Supportive school environment
 - Belonging
 - Cooperation
 - Learning.



At present there are **few schools that actually teach people how to live**, because people do not rely only on their knowledge, mere brain, or getting qualifications. **People also must know how to be good people** because that is how we can function in the world. **This is what I value most of this school, it makes us feel we are part of something in common**, sharing our interests plus getting knowledge to be out there

Student, Ana, August 2015

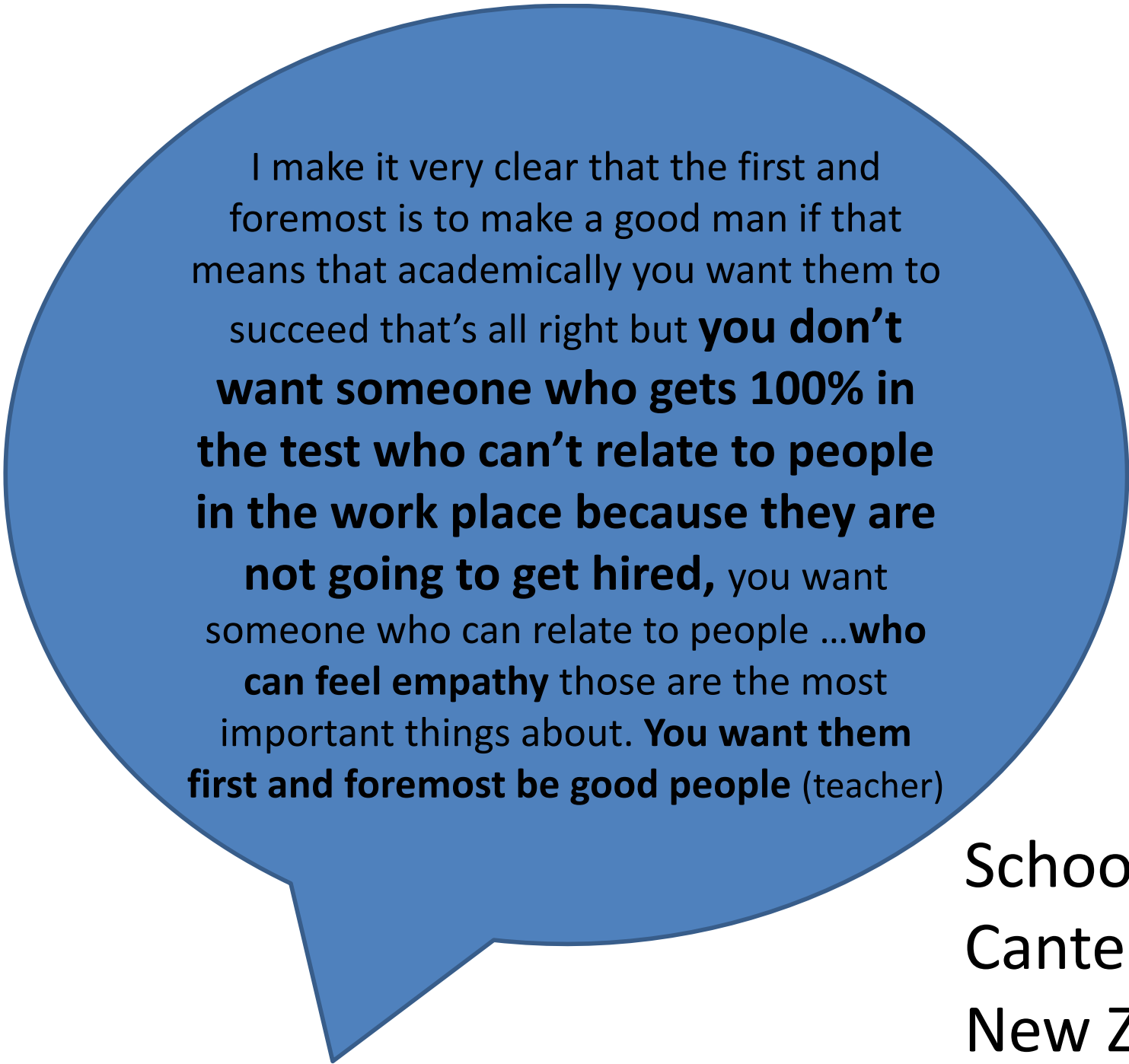
School Arequipa, Peru



To live as a human person
you need to be treated as a
human. **I want that
students feel that human
contact** that comes from
experience and leaves an
imprint **that will form a
guiding principle** in their
lives

Teacher, Enrique, August 2015

- ✓ Education should nurture ethical principles
 - Co –responsibility
 - Compassion
 - Agency
- ✓ Modelling & authenticity



I make it very clear that the first and foremost is to make a good man if that means that academically you want them to succeed that's all right but **you don't want someone who gets 100% in the test who can't relate to people in the work place because they are not going to get hired**, you want someone who can relate to people ...**who can feel empathy** those are the most important things about. **You want them first and foremost be good people** (teacher)

School
Canterbury,
New Zealand

Teacher Ronald, July 2015

School
Canterbury,
New Zealand

You don't have to be
brave against
compassionate you can
be brave and
compassionate.



Student Sam,
July 2015

- ✓ Facilitate situations where young students make meaning of school values

LEARNING AND WONDERING

Learnings

From the perspective of Pedagogies of Care the end of education is making us “more human”

- Connectedness
- Co-responsibility
- Knowledge of self
- Trust
- Ability to learn
- Self emotional management

School should not “get in the road of the human” , but create atmospheres of

- Inclusion, care, cooperation and trust...

Is this new? How does this resonate with traditional and Indigenous cultural world views?

Attitudes & virtues (Indigenous Andean World view)

Minka	Collective Responsibility
Ayni	Solidarity
Maki purarina	Reciprocity
Pakta kawsay	Equilibrium
Alli Kawsay	Harmony
Wiñak kawsay	Creativity
Sumak Kawsay	Good Life
(Kowii, 2015)	

Maori World view/ te ao Maori

Whanaungatanga
Exercise collective responsibility through engaging in family like relationships (Macfarlane, 2014)
Kotahitanga
Unity, bonding, working together
Manaakitanga
Caring for the health and well-being of others

**Wawakunaka yurakunashna wiñan, alli
wakichikpika allí wiñan, mana allí wakichikpika
mana allí wiñankachu** (*Kichwa Proverb*. Kowii, 2015. El
Sumak Kawsay)

*People grow like plants, if care is adequate growth and
its fruits are good, if you do not care, then the fruits are
not satisfactory*

The question remains as to how those ancestral values inspire the present to make the necessary reforms to schooling for young people.

A Humanist Educational Project

- End: Become better human beings and live a “good life” *Sumak Kawsay*
- Some schools “get in the road of the human”, some schools sustain the caring ethical ideal
- Sites of effective practice
 - Build caring relationships
 - Model values. Support authentic teaching
 - Keep conversation going. Shared vision

Sites of effective practice

- Build relationships
 - “If they (teachers) don’t socialize they are just going to get the kids to nowhere” (Student Bob)
- Model values. Support authentic teaching
 - “the leaders’ job and other senior staff is to **keep injecting before staff everyday stories of humanity**, that connect in the school. So that they can laugh and shed a tear and feel and be reminded” (Principal Jim)
- Keep conversation going. Collective meaning- making
 - “systems can just end up being a system” (Teacher Robert)

Qualitative tradition:

Explore meaning in context

Indigenous
research
principles

Constructivist framework:

Explore co-construction of meaning

Methodology: qualitative case study

- In depth holistic observation illustrate the diversity of interacting factors

Data collection:

Conversation with purpose (Interviews)

Group Conversation (Focus group)

Participant Observation

Analysis:

- Discourse Analysis
 - Thematic analysis

*Manaaki Whenua, Manaaki Tangata,
Haere Whakamua*

Cuidar de la gente, cuidar de la tierra, así vamos hacia adelante

Gracias